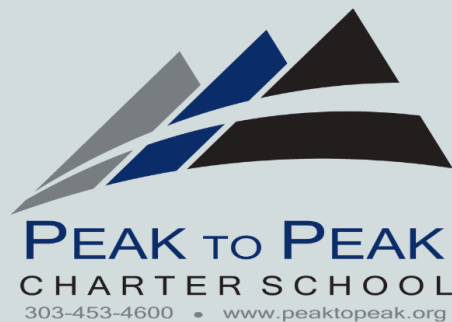


2026 ANNUAL ***FAMILY SURVEY***

Response

**Information collected and analyzed
by the school's Accountability
Committee**



Peak to Peak Charter School Leadership Response to 2025-2026 Family Survey Feedback

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Introduction

The Accountability Committee exists to gather and analyze data in order to assess the school's progress toward its mission and vision, and to share those findings with the Peak to Peak Board of Directors, the administration, and the wider school community. As part of this work, the 2025–2026 Family Survey was conducted between January 12th, and February 9th, 2026. The results were presented to the Board of Directors on May 6th, 2026, and the full report is available on the Peak to Peak website.

In total, the survey reflected the perspectives of families representing 570 students, which reflects 39.8% of our total student population, below our target of 60%. Through the survey, families submitted a total of 955 open-ended comments distributed across ten categories:

- Quality of Instruction (170)
- Quality of Relationships (116)
- Quality of Operations (140)
- Quality of Opportunities (84)
- Volunteering Comments (76)
- Giving Obstacles (20)
- Digest and Website (71)
- Comments for Leadership (93)
- Satisfaction (109), and
- Something You Love (135)

In response to the survey's conclusions, the Accountability Committee interviewed school leaders and prepared this formal response to be shared with the Board at the September 2026 meeting.

This document synthesizes insights from recent meetings and interviews with school leadership across the elementary, middle, and high school levels. It reflects a unified commitment to addressing parent concerns and enhancing the educational experience for all students. This report addresses the themes identified in [the Family Survey Report](#), but it is important to note that the school's leadership has reviewed all the details of the report, including the appendices, to ensure that they are aware of all concerns surfaced by families in the report.

Technology

In response to comments from the Family Survey, the administration has decided to review screen time and the use of Artificial Intelligence (AI) at all school levels.

The data gathering began with the Staff Survey in the spring of 2026. The survey included questions on the amount of screen time used:

- In the delivery of direct instruction;
- During in-class skill practice;
- As part of required homework.

The survey data was analyzed and also compared to direct log-in/log-out data pulled from school-provided Chromebooks.

The next step is to share that data with the community. Two opportunities were offered on September 8th to meet with school leadership. One meeting was held in the morning, directed more towards elementary families and the other in the evening, directed towards secondary families.

There is also an opportunity for community feedback on the topic of AI at a meeting scheduled for September 28th.

Instruction & Testing

In this year's survey, both standards-based grading and IEP/504 support drew feedback around inconsistent implementation and concerns about college preparedness.

- At the elementary school level, IEP/504 support concerns are being addressed with expanded staffing, small groups, and increased classroom presence.

- At the middle and high school levels, leadership is addressing communication challenges with IEP/504 support.

Facilities & Operations

Food service is the most consistently cited operational concern across all three school levels.

- In response, school leadership is refining the menu to provide students with more choices, creating opportunities for student feedback, and exploring a transition to nitrite-free deli meats.

Electric bus concerns have stabilized, with the character of complaints shifting from safety concerns to service gaps, particularly with the cancellation of the Broomfield route.

- In response, leadership communicated that the Broomfield stop was discontinued due to a staffing shortage and is now back up and running. The ability to offer three morning routes is contingent upon being fully staffed and having a substitute driver. Leadership is grateful to be starting 2026-27 fully staffed.

Communication

Communication around student performance and standardized testing was raised as a concern, particularly at the elementary level.

- School leaders recognize that many families may not know what questions to ask about their child's progress, and are working towards better communication to reduce this confusion.
- In addition to benchmark data extracted from standardized testing, the school uses other means of assessing performance. Together these offer a more complex way of understanding individual student performance. The school plans to refine communication this year so that families see a more balanced picture of student progress and the emphasis on testing feels less dominant.

Communication about clubs, which was also a concern in the survey, has increased through the website, and has been more visible through a new bulletin board and the High School Activities Fair.

Communication surrounding athletics rated poorly in last year's survey.

- In response, the athletics leadership team has implemented unified kick-off meetings for all sports at the beginning of each sports season.

- The intention of these kick-off meetings is to communicate generally how Athletics & Activities work at Peak to Peak and provide information on areas that impact all athletes and their families, including scheduling and transportation topics.
- TeamSnap will be used by all athletic teams for consistent schedule communication.

School Climate

School climate and peer relationships were raised as a concern, particularly at the elementary level, where survey data showed a gap between what students learn about kindness and belonging and how they actually treat each other.

- School leaders are focusing on restorative justice practices paired with direct skill-building in emotion identification and communication.
- Counselors deliver lessons every other week and run small groups targeting friendship-building and conflict resolution, with a current fifth-grade group expanding to fourth grade this year.
- Progress is monitored through climate surveys, post-unit assessments, and monthly rotations where counselors, assistant principals, and teachers review behavior patterns and identify playground hotspots.

Bullying response and accountability were raised as concerns at the middle school level.

- In response, the middle school continues to implement the "No Place for Hate" framework, which distinguishes bullying from common conflict using frequency, severity, repetitiveness, and power relation.
- Every report is investigated, students are given options such as mediation, and follow-up coaching is provided to ensure students feel heard and supported.

Academic pressure and social-emotional well-being were raised as concerns at the high school level.

- In response, staff continue to emphasize holistic well-being and healthy levels of extracurricular involvement in both clubs and community service.
- Campus security remains a top priority, with the school working closely with BVSD and the Lafayette Police Department, and leadership considering additional family sessions on security processes and counseling resources.

Appendix

Interview with Director of Operations, Jennifer Douglas

1. There were comments, both positive and negative regarding the school's transportation, food services and technology. Can you provide more details?

Transportation - Peak to Peak Bus Services

Transportation continues to be an important area of focus, particularly as we work to balance service, capacity, and available resources.

Action Steps Taken:

- Broomfield Bus Stop: The stop which was discontinued due to a staffing shortage is now back up and running. Our ability to offer three morning routes is contingent upon being fully staffed and having a substitute driver. We are grateful to be starting 2026-27 fully staffed.
- Additional Bus stop considered: With the return of a third morning route, the school was able to offer a new bus stop, increasing transportation accessibility. The new stop was chosen through identifying an area with a high concentration of Peak to Peak families without any other stops nearby.

Food Service

We appreciate the positive feedback regarding the availability of free meals and the removal of Izzes from meals, and recognize how important accessible, nutritious food is to our students and families. At the same time, families and students have asked for greater variety and more choices.

The school's food service program is taking the following steps to continue being responsive to family input:

- Refining the menu to provide students with more choices and greater variety, including introducing new menu options and more local foods through a grant we applied for and received over the summer. This grant will allow us to offer locally-sourced beef, sausage, flour, and fresh fruits and vegetables.
- Creating opportunities for student feedback to ensure students have a direct voice in menu planning.
- Efforts to enhance the food quality and to provide healthy choices.
- Exploring a transition to nitrite-free deli meats as part of our continued review of food quality and ingredients.

We recognize that providing a wide range of food choices can be challenging within the constraints of our current resources and food-service program. Nevertheless, we are committed to continuing to identify creative ways to expand options while maintaining affordability, nutrition, quality, and operational feasibility.

Traffic, Parking & Campus Access

We recognize that traffic, drop-off/pick-up, and campus access continue to be significant concerns for families, particularly during peak arrival and dismissal times. Our operations and leadership team continues to do everything possible to improve traffic flow and maintain a safe environment for students, families, and staff.

A longer-term solution is being addressed through our campus expansion plans, which are currently in process. The plans include significant changes to the site plan designed to improve traffic and parking. Specific improvements include the following: a longer drop-off lane on the north side of campus for secondary families, a wider road so there are two through lanes with a pull-off area, a dedicated bus unloading area, and a new student parking lot accessible from Canterbury so student drivers are not driving through the middle of the campus at the same time as parents/guardians who are dropping off children. If planning and fundraising for the expansion stays on track, the school would break ground in spring 2027 and this first phase of the master plan would be completed before the start of the 2028-29 school year.

Interview with Elementary School Principal, Melissa Christensen and Assistant Principal, Alison Berman

- 1. The elementary survey data notes a difference between what students are learning in counseling lessons about kindness and belonging, and what is actually playing out in peer interactions. What is your plan this year to close that gap between what is taught and what is practiced, and how will you know if it's working?**

Students are generally able to distinguish bullying from unkind behavior and "mean moments." The main gap noticed is in the moment itself: empowering all students to assert themselves by clearly communicating discomfort as it happens. Many of these conflicts stem from underlying skill gaps, particularly in emotion identification and communication strategies.

To address this, the school is focusing on restorative justice practices that emphasize repairing harm, understanding impact, and preventing repeat harm, rather than simply assigning blame. The broader goal is to increase students' comfort with speaking up for themselves and for others, through continued emphasis on restorative practices paired with direct skill-building to strengthen in-the-moment responses.

This work is being delivered through two counselors who teach lessons every other week and run small groups across all grades. These small groups target specific skills like friendship-building and conflict resolution, and in some grades, all students participate in this work throughout the year.

We currently have a fifth-grade student group that meets during lunch as a focus group, and we plan to expand this intentional work to fourth grade as well. Counselor Emily Tweeten will lead our Student Ambassadors this year, with a particular focus on the complexities that come up in fourth grade.

Because families may not always be aware of what's being covered in counseling lessons, we're planning to communicate lesson topics by grade more regularly going forward. Parent emails and materials help extend these conversations at home, and we use self-reflection surveys with students to reinforce the learning. Teachers also attend counselor lessons and sometimes co-model alongside counselors to ensure language and strategies stay aligned across the building.

- To monitor how this is playing out day to day, we hold monthly rotations where counselors, assistant principals, and teachers discuss student behaviors and social dynamics, and staff meetings and trainings address supervision patterns and strategy adjustments, such as identifying playground hotspots.
- To measure whether this work is effective, we administer two student climate surveys each year, in late fall and early spring, starting in second grade. Counselors also conduct post-unit assessments and self-assessments to gauge lesson retention, and we track this data over time to evaluate progress and refine our instruction.

2. One of the most prevalent instructional concerns in the elementary qualitative data is the overemphasis on standardized testing. What is the elementary school's approach this year to ensuring that students at different readiness levels are being adequately served within the classroom?

At the elementary level, there is actually a low emphasis on standardized testing, and students are assessed in a variety of ways. Benchmark assessments like DIBELS occur three times a year, though we recognize that the reports sent home may unintentionally raise stress for families.

Daily and weekly classroom work is the primary driver of instructional decisions, and we rely on multiple "touch points" with families to broaden the picture beyond test scores. We've identified nine such touch points: two report cards, two academic progress supports, two behavior and social skills checkups, two conferences that include student self-reflections, and the benchmark testing cycles.

- Kindergarten families receive report cards sent home directly, while families of students in grade 1 and above can access report cards online through Infinite Campus in January and June.

We recognize that many families may not know what questions to ask about their child's progress, and we believe better communication could reduce this confusion. To

support this, we hold monthly grade-level meetings with interventionists, our GT coordinator, and special education teachers to review student progress.

Overall, our approach emphasizes classroom observations and current performance over distant benchmark data, and we plan to refine our communication this year so that families see a more balanced picture of student progress and the emphasis on testing feels less dominant.

3. The survey flags the need for more IEP and individual support at the elementary level, appearing in both the quantitative results and the qualitative comments. What specific steps is the elementary school taking this academic year regarding IEP and 504 accommodations?

Our special education staffing is double or triple the district average; Peak to Peak has more teachers and paraprofessionals available than ever before, and more than other schools in the district. As the variety of student needs has expanded, we've responded with expanded staffing, small groups, and increased classroom presence.

- We currently have three literacy interventionists and two math interventionists who support both identified students and students without formal identifications.
- We're also part of a K-12 effort to standardize how accommodations are implemented, sometimes referred to as "universal access," to ensure consistency across teachers and grade levels.

At the elementary level, accommodations are often provided discreetly, and some students may not even realize they're receiving additional support. Our underlying philosophy is that certain supports, such as executive functioning help or extra time, can benefit all students and don't necessarily require a formal plan to be put in place.

- We follow a robust Multi-Tiered System of Supports (MTSS) process, with Level 1 providing universal supports,
- Level 2 offering small groups, and
- Level 3 providing more intensive interventions such as literacy and math labs.
- Quiet spaces are also used as accommodations as needed, and are not contingent on a formal evaluation.

As our student population's needs have changed over time, the school has continued to adjust and prioritize funding to meet those evolving support needs.

Interview with Middle School Principal, Clara Quinlan and Assistant Principal, Scott Franzblau

1. What is your plan this academic year to reduce passive screen-based instruction and increase active, teacher-led learning at the middle school, and how will you monitor whether that shift is happening consistently across classrooms?

Administration Response:

- Screen time and Chromebook use are top concerns from family surveys at all levels.
- Parents seek clarity on appropriate Chromebook use and total screen time, noting perceived differences across grade levels.
- Started a subcommittee of instructional leadership on international dialogue on screen time in school.
- The pandemic accelerated one-to-one Chromebook adoption for equity and led to broader use of tools like GoGuardian, which initially incentivized online instruction.
- Teachers are increasingly reevaluating digital tools versus traditional methods to protect human connection in classrooms.
- Policies differ by level (e.g., developmental differences). The school aims to balance preparation for a tech-reliant future while maintaining in-person connection throughout K-12.
- Leadership is reading “The Digital Delusion” to ground decisions in intentional, evidence-informed tech use.
- The school distinguishes screen time from AI as separate topics. A community meeting on screen time is scheduled for September 8, 2026 (sessions at 8:15 AM and 5:00 PM) to discuss school and home practices.
- A screen time audit (Jan–May) with BVSD tech support found usage lower than anticipated; audits will be conducted twice yearly. Initial findings will be shared on September 8, 2026.
- Teachers currently report how much time they spend on the screen; the school will aggregate the data, analyze screen time trends, and report findings in the audit report.

Technology Integration and Student Screen Time at Home

- The team discussed integrating technology meaningfully in subjects that have not traditionally relied on it, noting that many modern tools are intuitive and may not require explicit school-based training.
- Parents need guidance on how much time students should spend on computers at home.
- Optional digital tools (e.g., Quizlet) can create perceived pressure for students to be online.

- Teachers are being surveyed about expectations for Chromebook use outside school hours. The goal is to provide clear, grade-level guidelines in syllabi (similar to clarified homework time expectations, e.g., 30–45 minutes for sixth grade).
 - In the interim, parents are encouraged to contact teachers directly, as screen time needs vary by student and context.
- 2. What accountability structures does the middle school have in place to ensure that general education teachers are implementing required accommodations (504 and IEP), and what happens when a family reports that an accommodation is not being followed?**

Administration Response:

- The discussion broadened from 504s to include IEPs and other support plans. A grievance pathway exists: start with the case manager (e.g., counselor for 504, special education teacher for IEP) and escalate to principal, district, state, or OCR as needed.
 - Communication challenges—especially for middle schoolers with multiple teachers—may underlie parent concerns. Some requested accommodations cannot be honored if they conflict with program parameters or policies (e.g., filming class).
- 3. What is the middle school’s specific protocol when a family reports bullying, and what are you doing this year to ensure that students who are not visibly struggling are still being seen and supported?**
- The school emphasizes communicating actions taken so families feel heard.
 - Continue to implement the high school’s “No Place for Hate” framework using the existing protocols:
 - defining what we mean by bullying — frequency, severity, repetitiveness, a power relation
 - any report is important and followed by investigation
 - ensuring students feel heard and supported
 - several options — mediation, talking to the offender, setting up a conversation with the student, maybe with a friend
 - follow up, or offering coaching on how to handle it
 - give offender a notice and an explanation of what will happen next if behavior persists
 - losing privileges
 - engaging parents — especially when addressing the child first

- The program defines bullying using frequency, severity, repetitiveness, and a power relation to distinguish bullying from common conflict. The program is designed to support education for middle schoolers; locally adapted practices stress restorative approaches and relationship-building over punitive measures when appropriate.
- Using the above guidelines, the middle school distinguishes common conflict from bullying. All reports are taken seriously: students are heard, options for resolution are offered (e.g., mediation), investigations consider all perspectives, and follow-ups include coaching.
- Initial consequences for confirmed bullying often focus on education (e.g., empathy-building), with escalating consequences (e.g., loss of privileges) and parent communication as needed.
- A successful intervention example highlighted the impact of direct conversations and coaching in changing behavior.
- There is interest in updating the Unified Improvement Plan (UIP) and resetting goals related to climate and restorative work; leadership intends to clarify this work to the SAC.
- Student anonymity is protected initially unless permission is given from parents/guardians for direct dialogue.
- Administrators address reported behaviors with staff—often raising awareness of unintended impact—and prioritize student care through adjustments (e.g., seating changes) or coaching.

Interview with High School Principal, Josh Benson

The areas covered in this interview include:

- Discussion on screen time and AI
- Balance between academic workload and mental/social well-being
- New communication strategies in high school athletics
- Campus security

1. **Thoughtful engagement regarding screen time and artificial intelligence (AI) has been identified as a key focus this school year. Is there more information we can share in the Family Survey Response report?**

Staff have been very focused on student screen time, both in the classroom and homework-required, the past few years. We're currently reviewing data on student screen time from the Staff Survey conducted in May of the last school year. We're preparing to share that data back to the community and ask for feedback in the coming weeks.

The priority at each stage is transparency with families about teacher expectations and what we are seeing as educational best practices.

The guiding principle with respect to use of AI is to never let technology replace human-centered, student-led learning. We understand that AI will be a part of these students' lives and future careers, but that guardrails are needed right now in their learning development. Staff are researching all the latest information on educational best practices and looking to develop age-appropriate policy guidelines. Similar to screen time initiatives, staff are focused on being clear with students on expectations and engaging with families for feedback on what they are seeing at home.

As we are writing this response document, there are two initial opportunities on September 8th for parents and guardians to engage directly with principals, ask questions, provide feedback, and share their experiences on the benefits and challenges of AI use both at school and at home.

2. The balance between academic workload and social/emotional needs was again one of the more frequent areas of concern from High School families in last year's survey. What is your view? Are there any new initiatives we should know more about?

Peak to Peak is a rigorous school and a school of choice that attracts families deeply committed to education. The nature of our students and families sometimes causes academic pressure and high levels of extracurricular involvement. Staff continually emphasize learning, holistic well-being and healthy levels of extracurricular involvement in both clubs and community service.

In response to comments in the Family Survey about high school club and service opportunities, staff are increasing communication on the Peak to Peak website and have updated the page that describes each club. Inside the school, there is a new bulletin board dedicated to club communication. The High School Activities Fair is scheduled for Tuesday, September 1st. The Fair provides students with an opportunity to learn about the various clubs and sign up for additional information.

3. Are there any other areas that you would like to address in response to anything in the Family Survey?

In response to comments in the Family Survey, the athletics leadership team has implemented unified kick-off meetings for all sports at the beginning of each sports season. (Please note: Mr. Benson is on the leadership team for Athletics this year, partnering with Athletics & Activities Director, Dan Seidman)

- The intention of these kick-off meetings is to communicate generally how Athletics & Activities work at Peak to Peak.

- A unified message each season will cover overarching athletics information about practice and game schedules, transportation and other common areas of importance.

While transportation resources are always a challenge, the school has responded with an increased number of buses and bus drivers compared to last year.

Also, athletic teams will all be using Team Snap as the common app for consistent schedule communication.

Finally, we discussed the latest updates on campus security. School leadership always places security as its number one priority. The school works closely with both BVSD and the Lafayette Police Department on security policies and procedures.

Peak to Peak leadership is considering additional opportunities to meet with families to go over security processes and counseling resources, with particular emphasis on helping new families access this information.